TEACHING WITH
A GLOBAL PERSPECTIVE

ILLINOIS COUNCIL FOR THE SOCIAL STUDIES
SPRING CONFERENCE

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What is Global Education?

What does it mean to teach with a global perspective?

Global Education defined:

Global education involves learning about those problems and issues which cut across national boundaries and about the interconnectedness of systems - cultural, ecological, economic, political, and technological...

Global Education defined:

... Global education also involves learning to understand and appreciate our neighbors who have different cultural backgrounds from ours; to see the world through the eyes and minds of others; and to realize that other people of the world need and want much the same things.

... ASCD, 1991

Rationale for Global Education

- Acceleration of global interdependence
- Growing erosion of Western dominance
- American hegemony declining
- Globalization of American society and culture

... Lee Anderson, 1990

Attainable Global Perspective?

- Perspective consciousness
- State of the Planet awareness
- Cross-cultural awareness
- Knowledge of global dynamics
- Awareness of human choice

... Hanvey, 1975

Curriculum for Global Education

Approaches

- Separate unit or course approach
- Infusion approach

...Díaz, Massialas, & Xanthopoulos, 1999
Global Perspectives for Educators:  
Curriculum in Global Education

Focus Questions:

What should be included in a well-planned education for global understanding? 
What perspectives are imperative for educators to share with students?

Organizing a Global Education Curriculum

Teachers applying Hanvey’s global perspectives must have a broad base of information 
on global topics and a willingness to expose students to varied perspectives (pp. 66-67).

Merryfield and White propose that political issues, cultural-social issues, developmental 
issues, economic issues, and environmental issues be the focus (p. 67).

Willard Kniep devised a model based on five concepts: Interdependence, change, 
conflict, scarcity, and culture (p.66).

Approaches:

1. **Separate unit or course** to provide global perspectives and information. But, 
   students may or may not see the connections between the global knowledge 
presented and the rest of the curriculum.

2. More comprehensive is the **infusion approach**. Global information, readings, 
   and perspectives are incorporated into the lesson plans of the core curriculum. 
Global material and perspectives have a clear connection with material in the 
discipline, because the two are being taught together. Also, an infusion approach 
would affect the core curriculum and reach all students. Third, students would be 
able to make the global connection across disciplines, because the global 
dimension was being emphasized in all subjects. It does not need extra classroom 
time. How can global education be infused across the curriculum?

Selecting Content

1. A sound global education curriculum must contain both mainstream and 
   transformative academic knowledge. So, what do we mean by transformative 
knowledge: The facts, concepts, paradigms, themes, and explanations that 
challenge mainstream academic knowledge and expand and substantially revise 
established paradigms (ways of thinking), theories, explanations, and research 
methods. In elementary social studies it can involve telling the whole story (and 
not just what we want to hear)! Let’s consider the slave trade, which is often 
taught to fifth graders:
♦ What do we usually teach about the slave trade? (i.e., labor, profits, cotton kingdom, etc.)
♦ What don’t we teach about the slave trade? (i.e., inhumane treatment, “breaking” of slaves, division of families, the slaves’ own stories, etc.) Why not? Why is this content transformative?

It is important to include transformative content when it is appropriate to do so!

2. The realization that heterogeneity, not homogeneity, is generally the rule of the world. With minimal information presented to students, a homogeneity of that nation’s population is left with students. Teachers who choose only mainstream academic knowledge are unlikely to choose teaching methods that engender critical thinking and analysis. We tend to over-generalize and over-simplify way too much.

**Pedagogy for Global Education**

1. Methods utilized should allow students to have experiences at the cognitive, affective, and participatory levels.

2. In the cognitive realm, information should be presented along with concepts, providing for critical thinking.

3. In the affective and participatory domains, learning activities should allow students to understand global issues from the perspectives of others, develop empathy for other human groups, and engage in activities that develop a sense of efficacy in students regarding issues.

**Source:**

**OVERVIEW**

Students debate a controversial global issue, standing on opposite sides of the room depending on whether they agree or disagree with a statement provided by the teacher. They debate the issue and can switch sides if they are convinced by students taking the opposite side. This exercise can be used as a "hook" to introduce several other *Facing the Future* activities.

**INQUIRY/Critical THINKING QUESTIONS**

- How can we understand an issue from the perspective of another person?
- Can controversial issues always be resolved?

**OBJECTIVES**

Students will:
- Take a stand on an issue and state their reasons
- Listen to arguments for multiple sides of an issue
- Have the opportunity to change their mind on an issue

**TIME REQUIRED: 5-10 minutes**

**KEY ISSUES/CONCEPTS**

- Controversial issues
- Debate
- Adopting perspectives

**SUBJECT AREAS**

- Social Studies (World History, World Cultures, Geography, Civics/Government, Economics, Contemporary World Problems, Global Studies)
- Science (Life, Earth, Environmental)
- Language Arts

**NATIONAL STANDARDS CONSISTENCY**

- NCSS: 2, 3, 7, 9
- NSES: C, F

**GRADE LEVEL: 3-12**

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**Materials/Preparation**

- Two 8.5 x 11 pieces of paper with "Agree" written on 1 and "Disagree" on the other, posted on opposite sides of the room
- Controversial statement (statements are listed in the activity introduction section of several *Facing the Future* lessons)

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**Activity**

1. Show the class a controversial statement. There are Sides Debate statements included in the Introduction sections of several lessons throughout this guide. You can also develop your own statements based on controversial issues. However, when first introducing this activity, it is helpful to start with a non-controversial issue that the students can use to practice the debate exercise. For example, you can use a statement such as, "It would be better to be a dog than a cat" or "I'd rather live in the city than in the country". Follow the steps below using the non-controversial statement as an example, then move on to a controversial one. The first time you do a Sides Debate, take some time to establish the process and rules. Once students get the hang of it, they will be able to do Sides Debates quickly and effectively throughout the year.
Sides Debate

2. Tell students they will debate the statement standing by the "Agree" sign if they agree with the statement or by the "Disagree" sign if they do not agree with the statement. Give them the following rules (use an overhead or write these on the board):
   • Everyone must take a side
   • Everyone should be prepared to state their reason for agreeing or disagreeing with the statement
   • Anyone can switch sides if they are convinced by the opposing side
   • No one can speak a second time until everyone else has spoken once
   • Be convincing but respectful of others when making your arguments

3. Have the students stand up and take a side (Note: If everyone takes the same side, ask a few students to try taking the other side and demonstrate how one might argue for that side).

4. Going back and forth from side-to-side, have students state their reasons for agreeing or disagreeing with the statement.

5. After everyone has spoken once (and/or the debate has been exhausted) and students have finished switching sides, bring the class back to their seats for either a reflection discussion or to begin a lesson related to that statement.

Assessment
Reflection Questions

For Intermediate and Advanced Students
• What did you like/dislike about this debating process?
• Was everyone's opinion heard and respected? Why or why not?

For Advanced Students
• Would it have been difficult to take the other side? Why or why not?
• How does seeing it from someone else's perspective help to resolve an issue?
• Can controversial issues always be resolved?
Making Global Connections

OVERVIEW
Students demonstrate the interconnectedness of global issues and solutions through a kinesthetic exercise using global issue cards and a ball of yarn.

INQUIRY/Critical THINKING QUESTIONS
- How are global issues interconnected?
- How does a change in one global issue affect other global issues?
- How are solutions to global problems interconnected?

OBJECTIVES
Students will:
- Kinesthetically experience the interconnectedness of global issues
- Understand how a change in one issue can positively and negatively affect a change in another issue

TIME REQUIRED: 1 hour

FTF Related Reading
- Intermediate: Chapter 1 from *Global Issues and Sustainable Solutions*
- Advanced: Unit 1, Chapter 1 from *It’s All Connected*

Materials/Preparation
- Handout, *Global Issues Cards*, 1 card per student (or 1 per pair of students if you do the activity in pairs).
- For advanced students, mix in the *Advanced Global Issues Cards*
- Ball of yarn

Activity
Introduction
1. Write the following quote on the board or overhead and have students do a journal entry or “freewrite” (a short, ungraded, in-class writing that allows students to compose freely and fluently on a given word, quote, piece of art, etc.) on it:

   “When you try to pick out anything by itself, you find it hitched to everything else in the universe.” - John Muir

   After they write for a few minutes, lead a class discussion about the quote, having students share their writing.

2. Alternatively, you can introduce the activity by asking students to think about something they ate today. Then ask them to think about how the food/meal might be connected to the environment. Did the production, processing, or transportation have any

KEY ISSUES/CONCEPTS
- Global issues
- Interconnections
- Systems thinking

SUBJECT AREAS
- Social Studies (World History, World Cultures, Geography, Economics, Global Studies)
- Science (Life, Environmental)

NATIONAL STANDARDS CONSISTENCY
- NCSS: 3, 7, 8, 9
- NSES: A, C, E, F

GRADE LEVEL: 5-12
impact on the natural environment, including water, land, plants, or animals?
Now ask them to choose 1 of these environmental connections and think about its human connection. Does the environmental impact have any effect on people? Do people use the environmental resource? After a few seconds, have 1 or 2 students share their series of connections.

3. Tell students they are going to do an exercise that will help them see and experience how global issues are interconnected.

Steps
1. Have students stand in a circle. Pass out the Global Issues Cards to each student and keep 1 card for yourself. In classes with more than 16 students, you can have students pair up, choose 1
Making Global Connections

card between them, and do the activity together. Have the pairs stand so that 1 partner is in front of the other.

2. Read aloud the global issue on your card and then toss the ball of yarn to a student across the circle.

3. Have that student (together with his/her partner) read the global issue on his/her card and state how this issue is connected to your issue (e.g. healthcare is connected to poverty because most people living in poverty do not have access to basic healthcare; conflict is connected to discrimination because some wars are started when one group of people does not like another group based strictly on their ethnic background or religious beliefs; education is connected to population growth because people with higher levels of education tend to have fewer children). If the student(s) cannot figure out how the 2 issues are connected, other students in the circle can help. If no one in the circle can think of a connection, the student(s) can pass and continue the activity.

4. Once the student(s) has stated how her/his issue is connected to the previous one, she/he holds onto a piece of the yarn and tosses the ball of yarn to someone else across the circle.

5. Continue the exercise until everyone has caught the ball of yarn, called out the interconnections, and is now holding a piece of the yarn. Have the last student throw the ball of yarn back to you. You should now have a representative “web” of yarn with every student holding a Global Issues Card and a piece of the web.

6. Have everyone pull the string so the web is taut.

7. Tug on your piece of the yarn and ask if anyone felt the tug. Have some others tug on the yarn and see who else feels it. Try tugging harder and see who feels it then. Ask what that tug might represent or signify about the connections between global issues.

8. Conclude the lesson with a discussion using the reflection questions below. You may want to lead the discussion while the students are still standing and holding the yarn so the symbolism of the web is still present.
Making Global Connections

Assessment Reflection Questions

For Intermediate and Advanced Students

• Why might it be helpful to understand how and why global issues are interconnected?
• Can you think of other issues that might be interconnected like the ones raised in this activity?
• How can understanding the interconnectedness of global issues help us find solutions to the problems surrounding these issues?

For Advanced Students

• Understanding the interconnectedness of issues can often be the first step in solving problems. Interconnectedness is an important and key concept in "systems thinking"—a holistic way of thinking that takes into account the connections, interactions, and processes that link different elements together and form a complete "system". By understanding that issues are interconnected, we can begin to see when and where we can intervene in a system to make change (see It's All Connected, Units 1 and 7 for a detailed discussion of systems thinking). What are some examples of places we could intervene in a system and maximize positive connections between various issues? Have the students discuss the idea of intervening in a system and making positive changes.
• Identify not only where or when one could intervene in a system but how an individual’s actions can "snowball" — i.e. trigger other reactions in the system that build upon and sustain the positive effects of the original action. What kind of small action might snowball into a large result? How can small changes replicate and multiply to produce widespread and lasting change?

Writing Connection

• Arrange students in groups of 5 or 6. Using a Global Issues Card, 1 student writes a short story (2-3 sentences) about his/her issue on the top of a piece of notebook paper and then passes the story to the next student. That student then writes a short story (1-2 sentence) that explains how the issue on his/her card is connected to the previous story. They then fold the paper so that only the last story is visible, and pass it on to someone else. Keep passing, writing, and folding the paper until everyone has written part of the connections story. Once everyone has written, have each group open the whole story and read it aloud to the class.

Art Connection

• Have students create a "global issues mobile" using photos or drawings (glued to cardboard) that represent different global issues. Find photos or create drawings, glue the pictures onto cardboard, and cut them into shapes. Write the global issues on the back of the cardboard. Use either wire or string to attach the pieces to cross bars made of either wooden dowels or sticks.
Making Global Connections

Action Projects

• Throw a “BeadWear Party” at your school through the BeadforLife project. BeadforLife is an organization that fights poverty by employing very poor women in Uganda to make beautiful jewelry out of recycled paper. This project gives students the opportunity to help women feed their children and send them to school by buying their products, while also educating students, their friends, parents, and community about Uganda and the plight of poor people around the world. For a detailed description of this and other service learning projects, visit www.facingthefuture.org and click on Take Action and then Service Learning Projects.

• Have students adopt a retirement home for the school year. Make 2-4 visits during the year to develop a relationship with the individuals living at the home. Students interview the residents to learn their perspectives on global issues, and make global issues mobiles with them that incorporate both the students’ and the residents’ perspectives. Through visits, interviews, and discussions, students find out what their needs are and develop a project that addresses those needs.

• Have students get involved in the issue they care about most with millions of other young people from around the world on Global Youth Service Day, which occurs every year in late April. Visit www.gysd.net for more information.

Additional Resources

Films


Books

• The Web of Life: A New Scientific Understanding of Living Systems, Fritjof Capra, Anchor, 1997. Capra sets forth a new scientific language to describe the interrelationships and interdependence of psychological, biological, physical, social, and cultural phenomena.

• The Tipping Point: How Little Things Can Make a Big Difference, Malcolm Gladwell, Back Bay Books, 2002. Gladwell’s “Tipping Point” theory is based on three main principles: ideas are contagious, little causes can have big effects, and change does not happen gradually but at one pivotal moment. The challenge is to find the right leverage point and push or “tip” it, setting off a chain reaction of positive change.

Websites

• www.facingthefuture.org - Facing the Future’s website focuses on the interconnectedness of global issues and sustainability.

• www.pegasuscom.com - Pegasus Communications’ website provides systems thinking resources to help individuals, teams, and organizations understand and address the challenges and complexities of a changing world.

• www.sustainabilityinstitute.org – The Sustainability Institute focuses on understanding the root causes of unsustainable behavior in complex systems and, through projects and training, helps people shift their mindsets and restructure systems in ways that move us toward a sustainable society.
## Global Issues Cards (Page 1)

Use these with Intermediate and Advanced Class

<table>
<thead>
<tr>
<th>Poverty</th>
<th>Consumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Growth</td>
<td>Peace and Conflict</td>
</tr>
<tr>
<td>Human Migration</td>
<td>Environment</td>
</tr>
<tr>
<td>Technology</td>
<td>Healthcare</td>
</tr>
</tbody>
</table>
Global Issues Cards
Use these with Intermediate and Advanced Class

- Education
- Food
- Water
- Economics
- Discrimination
- Sustainability
- Human Rights
- Global Warming
Global Issues Cards (Page 3)
use these *additional* cards with Advanced Class

<table>
<thead>
<tr>
<th>Governance</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Justice</td>
<td>Biodiversity</td>
</tr>
<tr>
<td>Non-Renewable Resources</td>
<td>Renewable Resources</td>
</tr>
<tr>
<td>Media</td>
<td>Energy Use</td>
</tr>
</tbody>
</table>
Seeking Asylum

OVERVIEW
Through a simulation, students experience the difficult choices and struggles facing refugees and internally displaced persons (IDPs) when they are forced to leave their homes. Students learn about the root causes of refugee and IDP crises, and the options and obstacles each group faces.

INQUIRY/Critical Thinking Questions
• Why and how does someone become a refugee or IDP?
• How do nations determine who qualifies as a refugee?
• How are refugee issues tied to other global issues?
• What are the impacts (negative and positive) of refugee and IDP populations on the environment, economies, and social fabrics of their host and home countries?
• What are some sustainable solutions to addressing the root causes of refugee and IDP crises?

OBJECTIVES
Students will:
• Gain a sense of empathy for the hard choices facing refugee and IDP families
• Understand the root causes of refugee and IDP crises, and the root solutions for preventing these crises
• Learn about the asylum process, and the differences in protection offered to refugees and IDPs
• Be introduced to the debate within developed nations over setting immigration policies

TIME REQUIRED: 1 hour

KEY ISSUES/CONCEPTS
• Refugees and Internally Displaced Persons
• Asylum
• Resettlement

SUBJECT AREAS
• Social Studies (World History, Geography, U.S. History, Economics, Global Studies)
• Science (Environmental)

NATIONAL STANDARDS CONSISTENCY
• NCSS: 1, 3, 5, 6, 9, 10
• NSES: F

GRADE LEVEL: 6-11
Global Issues Select Bibliography

Special Notes

The handouts entitled Sides Debate, Seeking Asylum, and Making Global Connections were written and developed by Facing the Future: People and the Planet.

Here is the link to a very popular global education activity entitled Food for Thought, written and developed by Population Connection: https://populationeducation.org/sites/default/files/food_for_thought.pdf

Web Sites

WebQuest.Org  http://www.webquest.org/


World Population Video  http://www.youtube.com/watch?v=4BbkQiQyaYc

The Hunger Project  http://www.thp.org/

Ecological Footprint  http://www.myfootprint.org/

World Clock  http://www.stumbleupon.com/su/1upX0a/www.shambles.net/worldclock/worldclock.swf


Smile Train  http://www.smiletrain.org/

Smile Pinki on Vimeo  http://vimeo.com/6172785

unicef  http://www.unicef.org/

Population Reference Bureau  http://www.prb.org/

Population Connection  http://www.populationconnection.org/site/PageServer


Global Involvement Through Education  http://www.globalie.org/

The Bow of the Head: Religions of the World  http://library.thinkquest.org/28505/

Background on Binta and the Great Idea  http://en.wikipedia.org/wiki/Binta_and_the_great_idea


Activity from Population Connection: Food for Thought  http://www.populationeducation.org/media/upload/foodforthought.pdf


World Press.org  http://www.worldpress.org/

Worldwatch Institute  http://www.worldwatch.org/